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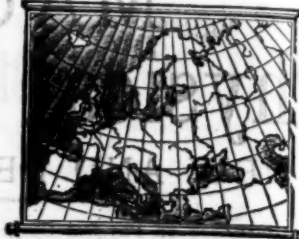
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New York, September 1, 1883.

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and new, in the best humor over the new departure in the paper's make-up. There is wonderful improvement everywhere.

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THE *Primary Teacher*, edited so ably by W. E. Sheldon, is to be merged into another publication. It was the first of its kind in this country, and was heartily admired. Its editor in it showed himself worthy of the kind regard felt for him on account of his broad educational sympathies.

A CONDUCTOR of Institutes at the west asked his teachers two questions: (1) Had they met with success during the past year? In reply many arose. (2) What caused your success? To this the almost universal reply was THE TEACHERS' INSTITUTE. This conductor was a reader of the paper, and said, "It has been of great service to me; I know that editor has taught school pretty successfully. He speaks what he knows."

A CORRESPONDENT in Maryland writes: "We want 'Unbridled Parkerism' in Maryland; send us some of it. Yes: unbridle Parker and let him come with lightning speed to the south, as he seems trotting to some purpose in the north. Let him go round the ring and start up the heavy-bound, hood-winked trotters we have here. Yes, I say, unbridle Parker and urge him to his highest speed. The schools have needed 'unbridled Parkerism' a long time."

THE *N. E. Journal of Education* quotes our Boston correspondent who said "they mean to crowd Seaver to the wall if possible," and asks who "they" are, and what the "wall" is. By "they" is meant the descendants of the immortal "thirty-three" masters of Boston schools who attempted to stay the reform in education initiated by Horace Mann. The tract "they" produced, and his answer is good reading. By "wall" is meant that stony routinism from which the Boston schools are slowly emerging. "They" want Supt. Seaver to follow that routinism until doomsday.

We quoted from our correspondent at Fabyan's, a keen-sighted man, that "the New England superintendents seem to hate and fear Parker." The *New England Journal of Education* thinks that Dickinson, Stone, Tweed and Marble would not do such a thing for the world! We suppose that by denying the charge in the names of these four, the J. of E. means that the rest are of the same mind. This is a change indeed! Quincy is bolted and pronounced good! These sudden changes take away one's breath. It is but a year or so ago that we attended an educational meeting in Boston, and the name "Quincy" aroused derision; the educators used their feet so lively that the dust filled the atmosphere. We suspect that the N. E. superintendents have found out that the people want "Quincy."

HUMBUGS.

What does this mean? A teacher in a high school in a city that makes a great show of what it does for education, said: "I have almost concluded to resign my place. The principal merely throws dust into the eyes of the public and the easily-gulled Board of Education. I would not have a child of mine educated as those children are; I consider their youth wasted. But I cannot resign, for my salary is all I and my mother have to live on. Several of the teachers feel as I do. When the principal comes into the large assembly room in the morning and ascends the stage, they say, 'There comes the Big Humbug! for they know he is a humbug.'"

Is it a fact that there are humbugs in our educational system? We believe it; yes, we know it. There are three humbugs, if not more. (1) The humbug of the matter taught; (2) the humbug in the way it is taught; and (3) the humbug in allowing unskilled persons to work in the school-room. Many teachers as they become aware they are helping on a humbug, quietly retire from the work, others go on hoping for better things.

Some of the humbugs of the matter taught, are being found out; the grammar and the spelling book that have been the staples at the feast to which the boys and girls were invited, are being laid aside; but a sweeping change is necessary—and it is sure to come. What Supts. Rickoff, of Yonkers, and Newell, of Maryland, declared two years ago to be necessary, is beginning to be felt by others.

The humbug as to the way of teaching is a big one, for the work is undertaken by those who have never investigated the principles of education. How can the right way be employed by such persons?

The humbug arising from the supposition that any one can teach who knows just a little more than the pupils is a huge one. All of these humbugs are in full blast, but more in the cities and towns than in the country; in the latter there is freedom for the judgment, and the parents count for something, and all is not in the hands of a superintendent.

If in all this "ye sinned ignorantly," superintendents of city schools and principals of high schools would not be humbugs. You feel bound hand and foot by the politicians, and there is another humbug. As though politicians could run the schools!

Let us look at these things. Let us remember that motto of Froebel's, "Let us for the children live," and ask ourselves how we can make the schools contribute to the lives of the children so they will be happier, nobler, stronger, not simply how they may be crammed so as to pass an examination.

Life is made up, not of great sacrifices or duties, but of little things, in which smiles and kindnesses and small obligations, given habitually, are what win and preserve the heart, and secure comfort.—
SIR H. DAVY.

For the SCHOOL JOURNAL.

SARATOGA.

BY REV. S. D. BURCHARD, D.D., N. Y. City.

Saratoga is a great school in which to study human nature. The largest facilities are here afforded. Here humanity is seen in all phases of character. All nationalities are here represented; all languages spoken; all subjects of interest discussed. This is the chosen and favorite place for political conventions, Methodist conferences, Presbyterian general assemblies; the grand auditorium for the hearing, settling all questions of reform, of morals, of education, of politics, of law and religion. The great men of the nation are here,—judges, lawyers, senators, doctors, and divines. With such teachers and such associations, he must be a dull student whose mind is not quickened. The best moral influences are brought into play; union prayer meeting are daily held. Still, sin, misery, and crime are here. Horse racing is popular; grog shops and gambling-dens make their appeals to the lower passions. If so, is it well to come to such a school? If one comes to learn to be better and wiser, then it is we find it "good to be here," good physically, good intellectually, good spiritually. The air is a tonic, the weather is auspicious, the waters are most refreshing and health restoring. But for the medicinal springs which here abound, Saratoga would have remained an obscure and unknown town. Now it is the metropolis of wealth and of fashion, the greatest summer resort, perhaps, in the world. The Springs are very various and very different in their medicinal properties. And this is a strange thing. How waters gushing to the surface in the same locality, and coming from the same hidden laboratory beneath, should be so essentially diverse in their constituent ingredients. Congress and High Rock Springs are well known, but the most wonderful are the recently discovered and increasingly popular springs, the Geyser and the Vichy. These are located within a few rods of each other, on the borders of a beautiful lake, in a rural and charming region about a mile and a half south of the village. Every hour of the day they are thronged by hundreds eager to drink of their refreshing and sparkling waters. These springs, though so near to each other, are in their ingredients entirely unlike, and while each is delicious as a beverage, they are adapted to the cure of different diseases. The Geyser water, when taken in the morning and before meals, is a mild cathartic, cures biliousness, corrects acidity of the stomach, relieves headache and a feverish irritation of the nervous system. This spring was discovered in 1870, and though comparatively young, it has reached a popularity and a universality of use second to none in all this region. Its proprietors have obtained a patent bottling process by means of which all the carbonic acid gas is retained, so that the water is just as fresh and effervescent when taken from the bottle as when drank from the original and leaping fountain. The Vichy, though equally popular, is different, and is the only alkaline water found in all Saratoga, takes high rank among the mineral waters of this region because of its similarity to the Vichy spring of France. It aids digestion, relieves dyspepsia, and may be drank as a beverage or an alternative at all times, either with, before, or after meals. It is bottled, sold and sent to all parts of the world.

For the last three weeks I have had a quiet home at the Oakwood House, a charming spot, nestling among overshadowing oaks and elms, of easy access to the Springs. It is charming place, in which to "turn aside and rest for little season." Still, I confess to a yearning to get back to my work in Rutgers Female College.

For the SCHOOL JOURNAL.

SARATOGA SUMMER SCHOOL.

Among the various "Summer Institutes" of 1883, the Saratoga Summer School attracted a great deal of attention, and it promises to become a strong institution for the spreading of a knowledge of new ideas and new methods of teaching.

It opened its sessions July 9th, in the chapel ad-

joining the High School building, which was placed at its disposal by the Board of Education of Saratoga Springs. Supt. Church welcomed the students with hearty words. He was followed by Rev. W. R. Travers, President of Leland University. He remarked that it was his belief that no place could compare with Saratoga Springs for giving health to overworked teachers; the price of board was also very moderate. In its quiet it resembled a New England village, and yet, if they choose, the teachers could mingle with the people at the hotels.

The "Summer School" was held for six weeks, ladies and gentlemen from all parts of the country were in attendance, being principally teachers in public and high schools, private schools and colleges. Recitations in French and German were held daily from 9 in the morning until 1 o'clock. Lectures were given twice in French and German. There was a department for elocution also. Mr. Walworth favored the school with a lecture on "The Battlefield of Saratoga," at the foot of the Saratoga monument. There was a course of seven lectures on "Parsifal."

On Saturday, Aug. 10th, the "Summer School" held its closing exercises. Several prominent gentlemen were present. Rev. Dr. Herrick Johnson addressed the students. Rev. Dr. Hawley, Pres. of the Board of Education spoke words of encouragement, and prophesied that the "Saratoga Summer School" would grow to be a most flourishing institution. A report of the work that had been performed was read, and the Summer School of 1883 was declared closed. The students separated in body and conscious of having made mental advancement. It is universally felt that the Profs. Stern have done a fine work in inaugurating this new school.

TO EDUCATORS.

The school year practically begins in September. Desiring to make the SCHOOL JOURNAL more valuable than ever if possible, we ask for the various Reports made by educational officers. We solicit correspondence in the various departments of educational information, such as deaths of eminent educators, conventions of teachers, graduating classes of Normal and High Schools and Colleges, amounts of money given to institutions, objects, with brief history of giver, addresses made by teachers and school officials, condition and progress of prominent institutions, founding of new institutions, notable things as to ventilation and furnishing of buildings, as to methods of teaching, as to supervision, as to salaries, as to resignations, actual or expected, place, salary paid, — if an appointment, who appointed, where from, etc., and finally all other subjects which possess a living interest pertaining to the practical work of Education. We have received much in these lines in the past, and beg to return our sincere thanks. We entertain every suggestion made to us whose object is to render the journal increasingly interesting and useful to the profession.

For the SCHOOL JOURNAL.

HOW?

There are thousands of men and women who are asking with sincerity—How shall I become a teacher? They would pass beyond the stage of lesson-hearing; they mean something more than directing the routine of the school-room. These have caught inspiration from some source, and feel that teaching is indeed the noblest of all arts; they see that it is mis-conceived by most of those who undertake it and would rescue it from utter contempt.

Now, if it were possible to state exactly in precise terms how one could become a teacher in the broad and right meaning of that term, the art would not be the great art that it is. It is in no one's power to write out a brief prescription for a young man and say, "Follow that and you will be teacher." The art cannot be communicated dogmatically. Right here is the failure that is so often made by those who are very anxious to become

teachers. They hear of some successful teacher, they visit his school, they inspect his methods, they discover some device he employs, and think they have found his secret. They go back and say, "Why, he does so and so," and the last error is worse than the first; of all teachers he is in the most hopeless state who follows a routine he has learned from another.

The first thing is dedication. Whoever would succeed in any art or business must devote himself to it with assiduity; but teaching requires more than this—it requires *dedication*.

There are those who do this work as they would do any other, by day's work. To them the pay they receive is the important part; pay day is the red-letter day of the month. The real teacher receives money; he does not ignore it; he does not despise it. But his motive for teaching is the benefit he will confer on the children. This is the dividing line. "I live for the good of the children" is his motto. To the good of the children he will dedicate himself and his energies.

The second thing is knowledge of the art. The knowledge of arithmetic and grammar the teacher needs; the lawyer, the merchant, and the physician also needs; but he needs what a knowledge of the branches cannot afford him—a knowledge of the art of developing and storing the minds of the children. One of the great errors of the past is that it has allowed every one who had text-book knowledge to assume the functions of a teacher, and it is too much so at this time. Clergymen were once thought to be peculiarly fitted to manage private schools—but the delusion is wearing away. The thing that gives fitness is knowledge of the art of teaching.

To obtain this skill one must teach, that is plain; but it has been at a terrible cost to the children. And stumbling along alone few knew when they were practicing correct methods. It is plain enough on a little consideration that the place to learn to teach is in a school under the direction of a skillful teacher; one who can explain the principles of teaching. Such our normal schools should be, and such some of them are. But it must be said that very few of them explain principles, to say nothing about teaching right methods.

But there are a thousand who cannot to one who can attend a normal school. What shall these men do? Can they do anything to learn the science and art of education? We reply, very much.

1. Let the teacher endeavor to understand what education really is—by reading and study. He will need to read the SCHOOL JOURNAL and have an educational library. Among books he cannot do better than to read over and over is a volume by Joseph Payne. Probably he states the truth more clearly than any other man at the present time. Page's "Theory and Practice" is another very valuable book. Besides these there are many other excellent works. By his reading and study the teacher should be able to ascertain what is meant by education. Having this in his mind, he will go into the school-room somewhat able to make out a method of teaching.

2. Let him next determine that his method shall be calculated to attain the ends his reading and study show him to be education.

Let him examine every process and see if it is founded on imitation and reason. If the latter, he is on safe grounds; if the former, he is in darkness and must come to the light.

Let him pursue this course day after day, and he will find himself standing on solid ground. It may take a long time, but all real "art is long."

DR. COLLYER was asked why preachers exerted so little influence. His reply is worth considering by teachers, for preachers are teachers. He says that preachers rely too much on learning, that they put too little life into their work, leaning on their education far too much. They sacrifice their native force to books. They do not comprehend human nature but depend on logic.

If all of us had to tell plainly the substance of our thoughts, we should try to improve the character of our thinking.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

LESSONS IN ARITHMETIC.

By Miss H. C. F.

While at school I went through Greenleaf's Practical Arithmetic six times, and was considered the best scholar in the class; yet when I left school, my father gave me a simple example to do in interest, which after puzzling over for half a day, and referring to every possible rule in the arithmetic, I at last got—wrong. My father worked it mentally in a few minutes. I gave it to several of my classmates, and not one of them obtained the right answer. After that I went to studying on "my own hook," and with the help of the INTUITIVE I fathomed the difficulty. I then felt I could teach them better than I had been taught and declared that I would take up the work of teaching. It has been my aim to teach what the pupils will most need and use through life. I have many ways of teaching arithmetic, all of which I use for variety and to please the children. The following is one:

"Children, let us go to farming. We will have a farm, and I will draw a picture of it here on the board. (I draw very light straight lines in the form of the farm.) Now, what must we do to keep the stray cattle off from our land?" Children: "Have a fence around it?" "That's good; what kind of a fence shall it be?" Children: "We have 'snake' fences here." (Another): "My father says those are Virginia fences." "Well, we will have the Virginia fence. How many rails high shall we have it?" (Children: "Five.")

Suppose the north side is 42 rails long, and each space is 5 rails high, how many rails will it take? (Class being young, have their slates, and while they are working, I draw the fence across the north of the farm, and then across the west. Class answers by raising the right hand.) "John, you may give the answer." John: "If the fence is 42 rails long and 5 rails high, if there are 5 rails in one space, in 42 spaces there are 42 times 5 rails, or 210 rails. Therefore there are 210 rails on the north side of the farm." "Now, you may count and tell me how many rails long the west side is, while I draw the rest." They proceed as before with the remaining sides.

SECOND LESSON.

"While I am drawing this pond, creek, and branch, you may think of names for them" (names selected.) "Now, while I am drawing a stone-fence round the meadow land you may answer the questions I put on the board. 'But first tell me how much we shall pay apiece for the rails we use.' (James:) 'They are of different prices; some 8 cts., some 10, 12 or more.' 'Well, let us buy for the north and west sides of the 12 cent rails, and take the 8 cent rails for the remaining sides. You may now take your slates and answer these questions I am putting on the board.'"

QUESTIONS.

How much do the rails cost on the north side of the farm?

How much on the south side?

" " " east side of angle?

" " " south " "

" " " east side?

This reviews them, as they are obliged to repeat yesterday's lesson, to get at to-day's lesson. Class works rapidly, but I get the south wood-land and west orchard fence drawn. "What kind of a fence have I been drawing?" Class: "A post and rail-fence." "Clara may recite the first example." "If the fence is 42 rails long and 5 rails high, if there are 5 rails in one space, in 42 spaces there are 42 times 5 rails, or 210 rails, and if one rail cost 12 cents, 210 rails will cost 210 times 12 cents, or 2,520 cents, equal to \$25.50. Therefore the rails on the north side will cost \$25.50.

The remainder of the examples are recited in the same way. The fence is finished in two more lessons. Two months is required to work out the problems about our farm. These lessons are taken up in connection with their arithmetic lessons. When they have finished their ordinary lessons I put a

few "Farm" questions on the board and let them work at them. As we go on we realize on the products of our "Farm." We begin by selling the garden vegetables we raised, the fruits of all kinds, buying farming implements, crates for fruit, etc., each scholar keeping a regular diary of the accounts. We do all our harvesting, and then in the winter cut and sell timber from the wood land. The interest is intense.

For the SCHOOL JOURNAL.

SCHOOL GAMES.

By MARTHA RUSSELL ORNE.

It was a merry party of teachers which gathered at North S— this summer.

During the first two weeks of our own sojourn the word "school" was prohibited, a forfeit of one penny being charged for each transgression. But as in the olden time all roads led to Rome, so in our conversations all subjects sooner or later brought us back to our common interest, and after investing our contributions in chocolate creams we voted that it was too great a tax upon the memory to keep account of dues, and the treasury was never again replenished.

One evening when the rain was pattering in great drops upon the leaves of the old maples in front of the house and the wind was surging through their branches as if it would tear them from the massive trunks, we all gathered in the little parlor where a fire had been built for our comfort, and prepared for the good time coming. "Now that school may be spoken of with impunity," remarked Mr. W., smiling. "I want to ask if any of you have ever tried the Geography Game with your pupils? It's an excellent thing for reviews."

"We have a game in which two pupils 'choose sides,'" replied Mrs. E. "No. 1 names a city, county, or river previously studied by the class, about which No. 1 of the opposite side must state a fact. No. 2, another, and so on down the line. Is it the game you refer to?" "No, no, go on," replied Mr. W. "The head scholar who has already recited them proposes a city for the other side which is taken in the same manner. If any one hesitates he returns to his seat. I find that the brightest pupils leave the text book descriptions to the duller ones and obtain their sentences from cyclopedias or other outside sources which makes it oftentimes a very interesting exercise to me as well as to them."

"That's good!" said Mr. W., "Now, what would you do if the sentences did not hold out the length of the line?"

"If any one below the last who recites thinks of another acceptable sentence, the intervening scholars take their seats; if one on the opposite side recites one which the entire class's supposed to know the remainder of the line pass to their seats, but if this does not occur a new city is given."

"Put that down, Mrs. W. We'll try that when we get back to work."

"Now let us hear your Geography Game, Mr. W.," said Miss O. "Let's play it, papa," suggested Miss Nellie, his daughter.

"Very well, we'll divide as we sit. Here goes. —Annapolis! One, two, three,"—"Augusta!" exclaimed Mrs. W. from the other side. "One, two, three, four,"—"Amesbury!" shouted Mr. W. and succeeded in slowly counting *ten* before any one upon the other side could think of another city beginning with A. "The A's belong to Mr. W's side," announced Miss P., our umpire, writing it down.

"Bristol!" began Mr. W. again. "Boston!" from the opposite side, "one, two,"—"Bradford!" one, two, three—"Brookline!" one,—"Brooklyn!" "Brattleborough!" This time the other side slowly counted *ten* while we cudgelled our poor brains in vain for a B that would not come.

"B for Mrs. W's side, announced the umpire. After an exciting chase down the alphabet it was found that Mr. W's party had beaten by one letter. But success would unquestionably have crowned the others had not Miss A. proposed a word while one of her own side was counting, causing them a forfeit of two letters. "It is well," said Mrs. W. afterwards, "to announce to the class beforehand that the game is to take place. I have found it quite an incentive to study."

For the SCHOOL JOURNAL.

MORAL EDUCATION.

First, what is meant by moral education? and, second, how can it be carried on? In the minds of many it is supposed to be effected by reading in the Bible, and remarks about lying, stealing and profanity, and so the teacher works aimlessly and often vainly. It is as difficult to educate morally as it is intellectually, probably it is far more difficult. If moral education can be explained, it is possible that the teacher may learn how to carry it on.

A young man is in a bank; there are around him many dollars lying unguarded; he is tempted to put some of them in his pocket; he refuses to do this. Here we say is a moral act. A moral act is one where right and wrong are concerned. We know, we feel, and we choose. This distinction in our mental acts is very old. I know that the sun is up—this is intellect; I experience love for my mother—this is feeling; I choose to go to Boston rather than Philadelphia—this is willing, and all mental acts are one or the other of these. It is not right or wrong to know about the sun, or to love my mother, but the choosing of one thing and when the other should have been selected, may be wrong. Moral actions then pertain to the will—to the choosing power.

When we choose we do so from certain motives. The young bank-clerk was afraid of being found out, or he felt it would be degrading to him; he was influenced in his choice by some motive. An individual who chooses right things instead of wrong ones, acts morally upright; to educate a person morally we must teach them to choose right things. Two ways are open for all as exemplified in the case of the bank-clerk. The choosing of the right way shows the person to have a moral education. Hence the practical question is how to induce a person to choose the good or the right.

Let us look at the clerk once more. He has money lying beside him; he may take it or he may leave it alone. He leaves it alone, and we ask what induced him to this choice. We find that he has been brought up to know that this is right; this is saying that he is intelligent on right or wrong. We find that he has done this ever since he was a boy; this is saying he has formed a habit of choosing to do the right act. We find there is associated in his mind pleasure in choosing the right, and pain if he chooses the wrong. If we look into the motives that directed his choice, we find there is in his mind, for example, a feeling that he may deserve the approbation of his employers, etc.. So that he is led to choose to leave the money alone by his knowledge of the wrongfulness of stealing, by his habit of honesty, and by the associations connected with wrong-doing or right doing. These, under the influence of right motives, lead to right actions. If an act is performed by habit merely, as praying, there is no moral quality; nor is mere intelligence morality; habit and association are needed to ensure the performance of the act against temptation and prejudice.

Whoever will morally educate a person must see that he acts from proper motives, make him intelligent, form good habits in him, and associate pleasure with right doing. Suppose the child that comes to the teacher is what is called a good child. Let us ask why is he good? The answer, is his parents have morally educated him. How? They have made him understand what right doing is; insisted on his doing those acts until he formed a habit, and, finally, caused him to be happy in doing these acts. John has, for example, been told not to eat the apple. He is very young, and much explanation is impossible. He learns by his mother's face, even before he can understand her words, that the act of eating must not be chosen. He refrains and sees the look of pleasure on the face of his mother. This is repeated hourly for many years, and makes a deep impression. As he grows older he is reasoned with, that is, a ground of intelligence is laid why he should choose or not choose. In all of these years he is forming a habit of doing or not doing—that is of choosing or not choosing;

then on fixing in his mind powerful associations with this choosing of the good or preferring the bad.

As soon as possible he should learn the consequences of right-doing and wrong-doing. John tells a lie; his father show him that he cannot tell when to believe him. He tells the truth and he learns that he gains the confidence and good will of his father. By the steady pressure of natural consequences of his acts his intelligence is cultivated; his understanding connects cause and effect, and he sees there is a moral law.

A teacher in one of the lower wards of N. Y. city had a class of boys that habitually told lies and stole. He told an anecdote to them one day of a boy who was alone in the office of his employer and the money drawer stood open, and yet that he did not take anything from it.

"He was a great fool," said one of the boys.

To cite the moral law, or to express his horror at this remark the teacher felt would do no good. He quietly replied: "I think not." He then portrayed the return of the employer, his finding his money safe, and that he had done it as a trial, that it led to increased confidence in the boy, and to his advancement. The intelligence of the pupils was in this way addressed; they saw that right acts led to desirable consequences.

(1) *Intelligence.* As has been stated, the internal influences that control the choice of a certain course are three—the intelligence, the associations, and the habits. We must know what is right and what is wrong, and so, for a long time, the child is told exactly what acts to do or not to do; of course there is no morality at all here—he is obeying—that is learning what is right and what is wrong.

(2) *Habit.* That habits can be formed renders education possible. The success of the educator is measured by the habits that are formed. More than this, a person born with inclinations towards roving acts may habituate himself to overcome those hereditary influences. Mr. Gough describes a man who felt he was born with an inclination to drink intoxicants, but, forming a temperance habit, resisted his inclination day by day through a long life. Habits will be formed; it only remains for us to determine they shall be righteous. The effect should be to form habits at all times, especially to form habits early in life, for these are the strongest.

The child should be habituated to tell the truth, to deal honestly, etc. By this we mean to repeat acts of this kind until he does them without thinking.

(3) *Association.* The mind intuitively connects consequences with moral acts, just as we connect pain with a burn. "The burned child dreads the fire" is a statement of the fact of association. If the teacher exhibits pleasure when one child pulls the hair of its neighbor, it is useless to preach the golden rule. Day by day the pupil must see desirable results associated with moral acts; hence, we demand in all plays that the villain shall be hanged, that the good shall be happy. The pleasure of the teacher is the child's standard of morality at first; gradually he experiences pleasure in doing what gives others pleasure, and thus an association is formed that is very powerful.

A gentleman relates that for many years he found himself pleased with the sufferings of animals, and traced it back to his early life; he was allowed to witness a brutal butcher kill oxen, lambs and calves, and remembered the delight of the man at acts of cruelty to the poor dumb animals. By association cruelty became something desirable in his estimation, and it took much self-reasoning to uproot the belief.

Let us look at the forces that influence the choosing. These are: (1) The sense of duty; (2) the desire of approbation; (3) the example of a superior; (4) the opinion of others; (5) the desire of distinction; (6) the hope of reward; (7) the fear of punishment.

The sense of duty is the highest of all, and the degree in which it controls is the measure of moral character. We must implant this as a motive deeply and permanently. The young child has no sense of duty, it is slowly and steadily developed

by proper training; it must be exercised like any other faculty. The development of this sense of duty develops self-control. Hence we practically measure the morality of the child by his self-control. As the child obtains self-control he is trained for life.

Practical morality. The teacher desires his pupils to become upright men and women, and this he knows can be done by teaching them morality. How shall he teach morality? In the first place, he will aim to enlighten their minds as to what is right and what is wrong, grading his instruction according to the age of his pupils. In the second place, he will form habits of right doing, and, in the third place, he associates pleasure with doing right, and pain with doing wrong. He will develop the sense of duty rightly, remembering to give the child opportunities for self-control.

The plan of the teacher should be mapped out; he should proceed as systematically as he does to train the intellect.

(1) There are first duties which the pupil owes to himself: *self-control*, which forbids or covers intemperance, licentiousness, ambition, vanity and covetousness, jealousy, false-honor and gambling; *self-culture* demands attention to diet, dress, exercise, cleanliness, taste, science and morality.

(2) There are duties to others: respect, kindness, courtesy, honesty, reciprocity, charity, gratitude. This relation to others forbids hard-heartedness, insolence, peevishness, arrogance, scorn, ridicule, vulgarity, assault, defrauding, lying, slander and censoriousness.

The teacher will, as a practical matter, instead of classifying an act, for example, "such an act is slander and is wrong," prefer to employ maxims that may be easily learned. For self-control, "Do thyself no harm," "Rule your appetites and do not let them rule you," "Greater is he that ruleth his own spirit than he that taketh a city."

For self-culture: "Secure a complete self-development," "Grow in stature," "Grow in kindness," "Grow in wisdom," "Love the bright and beautiful," etc.

For duties to others: "Do good to all men as you have opportunity," "Give to the poor," "Be thankful," "Be courteous," "Deal justly," "Love your neighbor," "Respect authority," etc.

The teacher brings an act before the school, gathered from the daily life of the school, and as fresh as possible. Suppose it to be that John has Henry's pencil and refuses to return it. He says: "I found it."

The teacher asks, "If we lose a pencil, do we still own it?"

The school answer, "Yes, sir."

"Whose pencil is this then?"

"Henry's."

"Should John want to keep Henry's property?"

"No, sir."

"Why not?"

"It is wrong."

"What is the rule?"

"Love your neighbor."

"Would John be happy if he kept Henry's pencil?" etc.

Here suitable anecdotes could be related. If the teacher has the pencil he may say.

"John, the pencil is in your possession, shall I give it to Henry?" He will assent, and the teacher will show her pleasure at John's act.

Suppose it to be the common occurrence of a larger boy striking a smaller one. The case is stated to the pupils; they listen to it, for the teacher tells it fairly.

"I saw William crying, and learned that Thomas struck him. It was not an accident. Thomas says that William called him names. Should William have called him names?"

"No, sir."

"Why not?"

"Be courteous," one pupil says.

"Is that the maxim?"

"Do good to your neighbor."

"That seems to apply. Should Thomas have struck William?"

"No, sir."

"Why not?"

"It is not doing good to your neighbor."

"Was William made happy?"

"No, sir."

"Was Thomas?"

"No, sir."

"He gratified his passions as a dog gratifies himself by biting a man that speaks to him. Thomas is the larger and stronger boy. Would he have struck William if he had thought William would have overcome him?"

"No, sir."

"What is such conduct called?"

"Cowardice."

"Are cowards loved and respected. Do they make others happy?"

"No, sir."

"You see one wrong thing leads to another. When William called names, then was the time for Thomas to wait until the ill-temper of his schoolmate had subsided; then he could have said: 'William, you did not do right to call me names,' and William would have apologized, if he did not, he should have brought the matter before me. I hope William will think the matter over and apologize, and then Thomas will apologize to William and both be on good terms again."

The teacher who simply punishes an infraction of rules and does not discuss the moral principles, loses the opportunity to give his pupils moral training. By a vigilant discussion of the doings of the pupils they will become intelligent; they will associate pleasure with the doing of right acts, and obtain the habit of right acting.

For the SCHOOL JOURNAL.

INCENTIVES.

To stimulate pupils to attend punctually, study assiduously, and behave politely, various means have been tried by teachers. Some offer a prize to the best in arithmetic, for example, but as the best one only can get it, the mass of the school is not stimulated at all. All plans have defects in them, because the teacher desires to reward the effort of every pupil; now, as any scheme that must be adopted will reward those who attain a certain success, there will be something left undone by it. The plan below given has as few defects as any. It has more valuable features than any other we know.

1. Keep a roll of attendance. To do this with the least labor, have a board "tally list" prepared, one two feet long and one foot wide will answer for 24 names; for 48 names have one two feet long and two feet wide for a double row of names. Let this hang near the teacher's desk. It will be made as below.

	P	L	A	S	E
Amy Lee,
Rose Smith,

Slips of paper, each with the name of a pupil, are put in the left hand column. As many pegs (these can be turned by pupils on a lathe) as there are pupils, will be needed. A peg put in the first hole shows that the pupil is *punctual*, in the second that he is *late*; in the third, *absent*; in the fourth, *sick*; in the fifth, *excused*.

A book with names in a similar order is kept; for *punctual* mark 1; for *late*, —the figures show how much is lost in minutes; for *absent*, 0; for *excused*, 10—the figures showing the time taken from school hours.

2. Keep a roll of scholarship; mark all the pupils when the lesson is finished; 1, *poor*; 2, *fair*; 3, *good*; 4, *excellent*. Give credit not for memory but for comprehension. To mark rapidly let a pupil read the list, and the teacher give the figures as the pupil enters it. In all cases let the pupil know what his mark is. Don't keep him in the dark; make all plain to him. Let him know why he gets only 3. Encourage the pupils to know your plan of estimating their work.

3. State to the pupils your plan.

(1) All who are *punctual*, are good in *deportment*, and good in lessons for one week, will be put on a "merit roll."

(2) All who are on the merit roll *four times*, win a place on the "one star roll."

(3) All who are on the "star rolls" nine times are marked as "nine star pupils" of the year, and receive a certificate of the highest rank. To designate the highest rank, put the photographs of the "nine star" pupils (about an inch square) across the top of the certificate; other pupils may receive a plain certificate to designate their scholarship and deportment—but do not give too many—the certificate should cost effort.

The certificate will read as follows:

This certifies that _____ has been on the "Star Rolls," of _____ School, _____ times.

REGULATIONS:—(1) Every pupil who is punctual for one week, good in deportment and studies, is placed on the "Merit Roll."

(2) All who are four times on the "Merit Roll" are put on a "Star Roll"

(3) All who are nine times on the "Star Roll" are marked as "nine star" pupils; it is the highest rank.

As there are 40 weeks in the school-year, this plan gives a pupil four weeks lee-way. Some will attend punctually the entire forty weeks, such should receive the "nine star" prize, and a book as an "extra" prize. Again, as some will miss the "nine star" prize because of sickness, give such the certificate, stating the number of "stars" gained.

At the closing exercises, in bestowing the prizes, a candid statement should be made about those who have worked faithfully, but have been prevented by sickness or other causes from winning the prizes they coveted. Not to do this would be rank injustice. The audience are not so shallow as to suppose that only the winners of prizes are the *successful ones*, that is all. To recognize a hard-working pupil who has not succeeded, is just and very grateful. The teacher will say, perhaps: "I am about to distribute some prizes, not to all who deserve prizes, but to those who are entitled to them *under the rules*. There are many who labored faithfully—I see them here looking on; they are generous enough to rejoice that their companions obtain prizes if they themselves do not. They have been faithful, but sickness or absence—causes they could not control—have prevented them from obtaining the distinction they desired. I cordially recognize and sympathize with them."

SUSTAINING THE INTEREST.

To sustain the interest open a "Merit Roll." Get a piece of paper board or paste-board about 18 inches square, paste on this a piece of paper, and inscribe over the top:

FIRST MERIT ROLL.

Arrange on it alphabetically the names of all the pupils who are good in scholarship, punctuality and deportment, and suspend it where it can be *seen by the pupils*; tell them about it; make much of it. At the end of the second week do the same for all who merit one that week. Make a "Second Merit Roll," and so on during the year.

2. At the end of four weeks make a roll for those who have been on the "merit rolls" four times. Inscribe on the top

ONE STAR ROLL.

and put one "gilt star" there also. Arrange alphabetically on it the names of all the pupils who were on the "merit rolls" four times. Suspend it where it can be *seen by the pupils*. Talk much about it. At the end of two months make a roll for those who have been on the "merit rolls" eight times, and inscribe on the top "Star Roll." Correct the "one star roll" by adding such as have been on the "Merit Rolls" four times since it was made out. Make out a new "Star Roll" each month. Be sure to let the advancement of the pupil be known at his *home* at the end of each week; those who have won a place on the "merit roll" should receive a card like this:

_____ School, _____

During the week ending _____, the record

of _____ in Scholarship was _____; Deportment was _____; Punctuality was _____. He has therefore won a position on _____ "Merit Roll."

_____, Principal.

At the end of four weeks, in addition to the "merit roll" card, send home a "star roll" like this:—

_____ School, _____.

During the month ending _____, _____ has been on the "Merit Rolls" four times; his name is therefore placed on the "One Star Roll," and he is ranked as a "One Star" pupil.

_____, Principal.

One gilt star should be placed on this card. At the end of the second month he should receive a "two star" card; two gilt stars will be placed on it, and so on.

By this plan there is something in advance for each week and each month; the interest is kept up to the end. If the pupil cannot become a "nine star pupil, he can win a good distinction at all events; he can go on the "merit rolls." Some teachers only call on the "star" pupils to assist at the closing exercises; this is an additional distinction.

Pains must be taken to enlist the pupils in this plan. It will require work, too, on the teacher's part. To make out the list of names for the "merit" or "star" rolls, the easiest plan is to ask all who belong on the "_____ star roll," to put their names on a slip of paper. These are taken up by a pupil and arranged alphabetically, and by him copied on a list for the teacher.

ASTRONOMY.

August is the least brilliant month of the year for stellar displays. The dog-star Sirius, with his magnificent retinue, is almost in conjunction with the sun, and there are few stars of the first magnitude to reward search. The brightest one now visible is Arcturus, a fine red star, which may easily be found by following the curve made by the handle of the Big Dipper, which is now upside down. Continuing in the same curve, low down near the horizon, is Spica, the only first magnitude star in the constellation Virgo. Over in the south is the Crab, with Antares flaming red from the middle of one of his claws. Up higher, just beside the Milky Way, the middle one of three in a straight row, is Altair, the gem of the constellation Aquila. Almost directly overhead, in the early evening, is Vega, in the Lyre. Mercury and Uranus are evening stars, but they are invisible. Saturn does not rise till after midnight, and Mars is still later. Both are now in the "rainy Hyades," with whose principal star, the ruby Aldebaran, Saturn will be in conjunction at sunrise of the 13th. Jupiter does not rise until about 3 o'clock, and Venus is so late as to be eclipsed by the glory of the coming King of Day. Later in the month, however, Jupiter will be seen at any time after 2 o'clock, and Venus, although still late, will be visible as the sun gets lower. About the 10th, and again on the 24th, the usual meteoric showers may be expected.

NOTEWORTHY EVENTS.

Aug. 22.—The French army met with disastrous reverses in Annam.—The volcano of Vesuvius was in a remarkable state of activity.—The repeated protests of foreign powers proved of little use in changing Russia's treatment of the Jews; the law prohibiting Jews from residing in St. Petersburg or Moscow is not likely to be repealed.—There was another destructive cyclone in Minnesota.

Aug. 23.—The British Government has acquired the territory of Kitim, West Africa.—The ends of the Northern Pacific Railroad were connected on Wednesday thirty miles west of Mullen tunnel, Montana.

Aug. 24.—Lord Chief Justice Coleridge and his party arrived in New York.—The Comte de Chambord, the head of the monarchist party in France, died.

Aug. 25.—The British Parliament was prorogued by the Queen after a long and memorable session.

Aug. 26.—There were renewed riotings between Catholics and Orangemen at Coatbridge, Scotland.—The French ministry resolved upon measures of suppression against the Orleanists.

Aug. 27.—Violent riots against the Jews occurred at Egerszeg, Hungary. Two thousand persons took part and wrecked all the houses and shops of Jews in the place.—Advices from Ekaterinoblay, Russia, the scene of the recent riots against the Jews, showed that 346 houses were wrecked and plundered, and that the losses sustained by Jews are estimated at 611,000 roubles.—The Franco-Anamese war was virtually terminated; a French protectorate is to be formed and Annam is to pay all the costs of the war.

Aug. 28.—Efforts were made in Paris to arouse the citizens in favor of the new monarchist leader Louis Philippe II.—Two-thirds of the volcanoes in the island of Java were in an active state of eruption.

JOHNNY'S POCKET.

RECITATION FOR A LITTLE BOY.

Do you know what's in my pottet?
Such a lot o' treasures in it!
Listen, now, while I bedin it;
Such a lot o' sings it hold,
And all there is you sall be told.
Everysin' dat's in my pottet,
And when, and where, and how I dot it.
First of all, here's in my pottet
A beauty shell; I picked it up,
And here's the handle of a cup
That somebody has broke at tea,
The shell's a hole in it, you see,
Nobody knows that I have dot it,
I keep it safe here in my pottet.
And here's my ball, too, in my pottet,
And here's my pennies, one, two, three,
That aunt Mary gave to me;
To-morrow day I'll buy a spade,
When I'm out walking with the maid.
I can't put dat here in my pottet,
But I can use it when I've dot it.
Here's some more sin's in my pottet?
Here's my lead, and here's my string,
And once I had an iron ring,
But through a hole I lost one day;
And here is what I always say—
A hole's the worst sin' in a pottet—
Have it mended when you've dot it.

LIES OF DIFFERENT KINDS.

FOR DECLAMATION.

"There is no such thing as a white lie. All lies are as black as perdition. At times the air of our cities is filled with falsehood, lies of all classes, from that of the mechanic's hammer to the merchant's yardstick, and sometimes lies sit in the doors of churches. The woods are always honest. The rye does not move out over night. Corn sheaves never make false weight. The mountain brook is always current. The golden wheat is no counterfeit. Yet we hear of the dishonesty of the farmer's wagon. In some of them there is not an honest spoke or a truthful rung from tongue to tailboard.

"A lady said the other day, 'I have told my last fashionable lie.' There had been a knock at her door during the day, and she sent word, 'Not at home.' That night she learned that a dear friend on the point of death had sent for her, a friend with whom she had an agreement to be at her dying bedside to receive a secret which she was to disclose.

"Social life is full of lying apologies. People apologize that the furnace is out of order, when they have not had a fire in it all winter. They apologize for the fare at their tables, when you know they never live any better. They deprecate their most luxurious entertainments so as to extort compliments from you. They tell you that the pictures on their walls are the work of great masters, heirlooms in the family, presented by dukes to their grandfathers. People who will lie about nothing else will lie about pictures. Society is crowded with shams, cheats and counterfeits. You must not laugh outright; you must smile. You must not dash quickly across a room, because it is vulgar. Society is full of grimaces and "Ahs!" and simpering namby pambyism. The tortured guest retires from a banquet and says he has enjoyed himself. But it is a lie; he wished himself away.

—DEWITT TALMAGE.

For the SCHOOL JOURNAL.

MAKING A LIVING.

CHARACTERS: John Hopewell, Samuel Hardpan, and an Old Man.

[One is plainly dressed, and the other has a dress-suit, a cane, and a high hat. One enters from one side and the other from the other.]

John. (Enters and walks along.) Why, there is my old schoolmate, but how plainly he is dressed. (Aside.) Hallo, Sam, is that you? Why, I have't seen you in an age.

Samuel. (Aside.) Oh, how finely he is dressed up. (Aloud.) Why, how are you? You are looking pretty well, I think.

J. Yes, I'm pretty well. But what are you doing?
 S. I'm learning to be an architect—draw plans for building houses, you know.
 J. Oh, I see. Well, does it pay?
 S. Not now, but it will by-and-by, I think.
 J. What do you get?
 S. I get four dollars a week, but when I learn the business I will get more.
 J. Only four dollars a week! Why, I get seven.
 S. Let me see. You are in a drug store, I believe?
 J. Yes, that's it.
 S. You ought to lay up money at that rate. You pay two dollars for your board at home, and that leaves you \$5 a week.
 J. Well, I'm in debt, I'm sorry to say. I owe for my boots and cigars and for my clothes.
 S. Why, you ought not to be in debt.

(Enter Old Man.)

Old man. Who is this in debt? Is it you? (Pointing to S.)

S. No, sir.

O. M. Is it you? (Pointing to J.)

J. Yes, sir. I am in debt somewhat.

O. M. Yes, you are. You are a single man. You are not yet twenty-five years old. You are a second-class drug clerk. You cannot tell arsenic from soda. You can draw soda-water and smile at the girls. You dress up and try to make people think you are a person of riches. Now what is your object?

J. I don't know as I know what it is.

O. M. No you don't, I guess. But don't you flatter yourself that the people of this country don't know the difference between the bray of a mule and the roar of lion. You are doing just as lots of silly people do. I know heaps of them who go hungry and dodge creditors for the sake of blinding people's eyes. A woman whose husband earns \$20 per week has no business with silks and diamonds, a \$15 hat or a \$7 pair of shoes, but she is the person who will have them, for fear that somebody will think her husband isn't rich. Half the country is in debt for clothes which only the other half can afford. The woman who wears the best clothes on the street has the most holes in her parlor carpet at home. The man who swells the biggest owes the most to his tailor and boot-maker. You are a poor man. You'll never have a hundred dollars in the bank as long as you live. You'll never earn more than enough to run a small drug store in a small way, and yet you are swelling around as if a \$20,000 mortgage wouldn't bother you half an hour. What's your object, say?

J. I—I—don't know, sir.

O. M. Boy, take off that swallow-tailed coat. Jump out of those tight pants. Drop that silk necktie. Then go to work and begin to pay your debts. Let your clothes match your salary. Let your board match your clothes. Be what you are—a common sort of person whose assets will cover his liabilities by hard pulling. You can't deceive anybody, and the less you try to the better people will like you. (Exit.)

J. What cross old fellow is that?

S. That? Why, that is Reuben Jones; he was once a poor man, and got only two dollars a week. Now he is worth \$50,000.

J. You don't say so! How did he get it?

S. By economy and work. He is building a large brick house on Sherman street, and my boss drew the plans. And I tell you, John, as they say, "them's my sentiments." (Exit.)

J. (Looks at his clothes; takes off his hat and looks at it.) I believe they are right. I must spend less on my clothes and put my money in the bank, and I will do it. The girls smile sweetly on me, but who knows what they say when they get away? People respect clothes that are substantial, even if they are not fashionable. This is Samuel Hardpan now. Everyone knows he will be a rich man. I'm going to do differently. (Exit.)

THINGS TO TELL THE SCHOLARS.

MOUNT HOOD.—This high mountain in Washington Territory, was recently ascended by a large party. They reached an elevation of 12,650 feet, where they spent several hours. When above the snow line the men constructed a sleigh, and treated the women to a July sleigh ride. The crater was penetrated a distance of 100 feet. There was a ceaseless drip of water from the roof of the ice-encased entrance, caused by a warm air current coming from the slumbering fires far below, from whence a loud hissing noise arose. A rock hurled down produced a deafening reverberation.

THE PRECIOUS METALS.—The annual report of the

Mint at Philadelphia shows that seventy-six tons of gold were operated upon in the twelve months ended June 30. The silver operated upon weighed 1,563 tons. The waste of metal on all operations was less than \$1,000, though the legal allowance for such waste is \$97,311. The gain shown is a very striking proof of the progress which has been made in economic handling of valuable things. A similar gain has been achieved in the shipment of bullion and coin across the Atlantic, and this is the reason why gold moves from one side to the other so freely when the state of exchange requires it.

LABOR UNIONS.—In the typographical union there are 15,000 men; cigarmakers, 18,000; bricklayers and stonemasons, 12,000; carpenters, 6,700; iron moulders, 14,000; amalgamated iron and steel workers, 42,000; coal miners, 36,000; granite workers, 6,000; upholsterers, 3,500; boilermakers, 4,200; locomotive engineers, 12,000; locomotive firemen, 11,000; railroad conductors, 7,000; mule spinners, 5,000; harnessmakers, 1,500; glassworkers, 7,000; lake seamen, 7,700; German printers, 3,000; horse-shoers, 2,500; shoemakers, 17,000; telegraphers and linemen, 12,000; metal workers, 2,000; stationary engineers, 1,700; total membership of twenty-four unions, 249,100. Sixteen of these organizations have their own journals.

POSTAL NOTES.—Among the changes effected by the last post-office appropriation bill are the reduction in the letter postage rate to two cents and the provision for transmitting money through the mails by a *postal note* payable to bearer at any money-order office which may be designated by the purchaser of the note. This note must be for an amount under \$5, and will cost three cents. The postal note will only be good for three months from the date of its issue, but can then be renewed by application to the Superintendent of the Money-order Bureau at Washington, when a duplicate will be issued to the holder or party making the demand upon payment of an additional sum of three cents. Money orders will be issued for sums not to exceed \$100 in amount at the following scale of charges: For orders not exceeding \$10 8 cents; for orders exceeding \$10 and not exceeding \$15, 10 cents; for orders exceeding \$15 and not exceeding \$30, 15 cents; exceeding \$30 and not exceeding \$40, 20 cents; exceeding \$40 and not exceeding \$50, 25 cents; exceeding \$50 and not exceeding \$60, 30 cents; exceeding \$60 and not exceeding \$70, 35 cents; exceeding \$70 and not exceeding \$80, 40 cents; exceeding \$80 and not exceeding \$100, 45 cents. The two-cent letter rate will go into operation October 1.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

Politeness is benevolence in little things.

Character is what we are, reputation what others think we are.

Discontent is the want of self-reliance; it is infirmity of will.—EMERSON.

We cannot always oblige, but we can always speak obligingly.—VOLTAIRE.

Hate enters sometimes into great souls; envy comes only from little minds.

The surest way to please is to forget self, and to think only of others.—MONCRIEF.

The most completely lost of all days is the one on which we have not thought.—DE FINON.

Love of truth shows itself in discovery and appreciating what is good wherever it may exist.—GOETHE.

Never does a man portray his own character so vividly as in his manner of portraying another's.—RICHTER.

Be loving and you will never want for love; be humble and you will never want for guiding.—D. M. MULOCK.

The grand essentials of happiness are, something to do, something to love, and something to hope for.—CHALMERS.

EDUCATIONAL NOTES.

ELSEWHERE.

FLORIDA.—A. H. Todd, principal of public schools in Pensacola, has been engaged by the Board of Education of Escambia Co., to lecture on education.

MINNESOTA.—The American Association for the Advancement of Science met at the State University at Minneapolis, Aug. 15. About five hundred delegates were present.

PENN.—Prof. S. J. Wilson, President of the Western Theological Seminary, and one of the ablest theologians in the Presbyterian Church, died at the residence of his wife's mother, at Sewickley, Aug. 17.

ILLINOIS.—The third annual session of the Southern Illinois Teachers' Association will be held at Carbondale, Aug. 28, 29, and 30. S. M. Inglis, president, Carbondale; Miss Annie L. Jackson, secretary, Hillsboro.

TENNESSEE.—The thirty-first annual register of the Columbia Athenaeum, in Maury county, has been received. It claims to be one of the best boarding and day-schools for young ladies to be found in the south or west.

IOWA.—The Normal Institute at Oskaloosa, Mohaska Co., numbered last year 590, this year they have got up to 306, and more to come. Co. Supt. Kindey is doing a great work. THE SCHOOL JOURNAL is taken, and "Talks on Teaching" is called for by many.

OHIO.—The Board of Trustees of the Ohio University at its meeting Aug. 16, elected Hugh Boyd, of Cornell University, President, vice Dr. Scott, who accepted the Presidency of the State University at Columbus. Mr. William Hoover, of Dayton, was elected Professor of Mathematics, vice R. S. Devol, resigned, to accept a similar position in the Kenyon College, at Gambier.

BROOKLYN.—\$210,000 has been appropriated for additional school facilities, but this money will not be available until January. In School 23, from 800 to 400 children were taught on half time, and in many instances children are not sent to school at all. School 28 has been enlarged three times within five years. Additional school accommodation is needed for at least 700 children.

IOWA.—To those who looked in upon the awful ruins of Iowa College last summer after the cyclone it seemed an immense task to rehabilitate the institution. The great task, however, has been accomplished, and the third of the five new college edifices is completed. The faculty and trustees have gathered funds, materials, apparatus, museum collections, books, furniture, musical instruments, and on the 10th of next month it will be opened with far better facilities of every material sort, and with a strengthened faculty of sixteen professors, besides assistants and lecturers.

WASHINGTON.—Inspector Haworth, who has general supervisory charge of Indian schools, reports good progress in the construction and equipment of the new industrial Indian schools to be established in accordance with the provisions of the last Indian Appropriation bill. The school building at Chillico, Indian Territory, will be finished by Oct. 1, and will be opened for the reception of 150 pupils in January next. The schools at Lawrence, Kan., and at Genoa, Neb., will accommodate 350 pupils each, and will also be opened in January. When these are completed, the Indian schools throughout the country will accommodate 10,250 pupils.

MT. CARROLL, ILL.—A charter was obtained in 1852 for a seminary by citizens, and a stock company erected a building. Miss Frances A. Wood and Miss Cinderella M. Gregory, graduates of the Albany, N. Y. Normal School, were put in charge of it. The Board of Trustees were in a short time a good many thousand dollars in debt. The proposition was made to these ladies to take the property at cost and assume a debt of \$2,500, which they did, and they became proprietors of the Mt. Carroll Seminary. Miss Wood was the financier and chief executive in all things, Miss Gregory devoting herself to teaching with unwearied zeal and marked ability. In 1857 another building was absolutely necessary to meet the demand for more room. Hardly had this building been commenced when the severe financial panic of 1857 set in. Collections of outstanding accounts were almost wholly stopped. The banks in many parts of the country suspended payment; a feeling of depression weighed down the spirit of enterprise in every nook and corner of the land. The ladies were advised to suspend work on the new buildings. "No," they exclaimed; "the rooms must be ready, as we promised they should be before winter." And they were ready. "How was it accomplished?" The following extract from a forthcoming work entitled, "Fifty Years' Recollections,"

containing sketches of eminent Western men and women shows: "Miss Wood (now Mrs. Shimer) spent the summer in actual labor in every way possible to forward the work. She bought the material for painting the building at wholesale prices, mixed her own paints, and painted the entire building, except the brick walls and cornice, with three coats of paint. The glass and putty she bought in the same way, and glazed with her own hands every window, forty in all. Alone she put the wall paper on every one of the twenty-three rooms. She did this not from penuriousness, but from what seemed to her necessity. The money was not at command to pay for this labor; the accommodations for pupils must be ready, or the school would be seriously embarrassed in its next year's work. They were ready and the school opened. Just then came another crisis—the housekeeper was taken down with severe illness. Teachers were more easily obtained than competent housekeepers. Miss Wood placed a supply in the school-room, and took her post in the kitchen. So for six weeks. Success and popularity attended the seminary. Pluck and determination had made it a success. Its patronage increased, the debts were paid, and plans devised for further enlargement. Miss Wood planned and worked on the outside, in the school-room, in the kitchen, when necessary; painted and papered, contracted for materials, was always her own architect, managed everything with a skill commanding admiration and defying opposition. Miss Gregory was not less earnest among the students. In 1865 it became necessary to build a second addition, which, with the former buildings, covered in all an area of 52x116 feet, and, including basement, three and one-half stories high. The grounds donated embraced but five acres. They were now extended to twenty-five, and were beautifully laid out and embellished with shade trees and shrubbery, so that what was in the beginning but a patch of bare prairie is now grown into a lovely park, orchards, fruit and flower gardens. In 1870 Miss Gregory retired, Mrs. Shimer becoming sole proprietor and manager of the school. Her husband, a physician, preferred to keep himself to his profession, and aid in the seminary only as a scientific lecturer and naturalist. But the business management of so large an institution began to wear upon even the iron constitution of the resolute woman who had so long borne it without assistance, and Miss Ada C. Joy, of Maine, was inducted into the management as an assistant, and a most valuable one she has proved. A new building, 40 by 100 feet on the ground and four stories in height, besides a sixteen-room attic for the music conservatory, was commenced in 1875 and completed in 1876. This structure does great credit to Mrs. Shimer's architectural knowledge. From turret to foundation stone it is her own conception. The front elevation is imposing, and the style of finish within and without is superior to that of either of the other buildings. The internal arrangements, the rooms of all descriptions, the heating apparatus and ventilation, on the Ruttan plan, the water supplied by windmills, carrying it to tanks in the roof and pipes distributing it throughout the building, the bath-rooms and earth-closets, every detail of the construction shows that a master mind in seminary architecture directed the entire work."

MARSHALLTOWN, IOWA.—The Normal Institute held here brought in 175 members. A class in reading was taught by Miss Hanna; they had never attended school. Miss Harrison showed the connection between the kindergarten and the primary schools, and Mr. Vinje took up botany. Messrs. Stanton and Marvin made experiments. Water was boiled in a paper cup; a thread was tied round a stone and suspended in a flame without consuming the thread. Sugar and chlorate of potash were combined and were suddenly ignited by pouring sulphuric acid upon the mixture, the result of combustion being carbon. A tin cup containing ice and salt was frozen solidly to a board. Nitric acid was dropped upon a copper cent and a brownish green fume arose. Pure nitrogen was formed in a jar by burning out the oxygen with phosphorus; a lighted candle was extinguished by lowering it in the jar. Iron filings were placed in a glass tube, closed at one end, nitric acid was poured upon them, which dissolved the iron, producing a yellowish brown fume. Ammonia was poured upon the solution, producing a solid. A glass jar was filled with carbonic acid gas by pouring nitric acid upon common soda. A tin spoon was suspended in the middle of a string, and the ends of the strings were placed in the ears; the spoon was struck and produced a sound which resembled the distant ringing of church bells. The class-work this year is mostly primary. The motto, "Come, let us with the children live,"

composed of the forms of paper folding, is on the walls. The walls of the room will be decorated with the pupils' work as fast as completed. When the walls of a school-room are covered in this manner with the pupils' work, it presents a pleasing appearance, and also keeps in mind the series of lessons as a constant review. Supt. W. W. Speer has accepted a place in the Cook County Normal Chicago, with Col. Parker. At the close of the Normal Institute the teachers of Marshall Co. presented him with a gold watch and chain as a token of their regard. The following resolutions were passed:

Resolved, 1. That the results thus far obtained by natural methods of instruction, far exceed the best results ever attained by the old methods.

2. That inasmuch as the work of the teacher is to train the child to observe and to express his thoughts, which are the product of his observation, and inasmuch as we believe that by the application of the principles underlying the Kindergarten system, the best results will be secured, we do heartily endorse the introduction of the same into the public schools, whenever practicable.

3. That the industrial exhibit of this year surpasses the greatest expectations, and shows to what degree of perfection the hand and eye can be trained, and that we recommend the still further carrying out of the provisions of the Legislature in regard to introducing the work into the public schools; that the schools in which special attention has been given to manual training, produce the finest manuscript work.

4. That we approve of the sentence method as presented in the Normal Institute, and recommend its adoption by the teachers of the public schools.

5. That spelling and writing should be taught incidentally, and that language should be taught, not as a science, but as means of expressing thought. Therefore we can not too highly recommend those exercises which engage the observational powers of the child, leading him to make new discoveries and to reveal them according to his own individual conceptions.

6. That drawing should be taught as an expression of thought, rather than as an art.

7. That instruction in arithmetic be based upon a thorough knowledge of the objects with which we are to deal, and not upon meaningless rules and definitions, which always hinder independent thought.

8. Since the surface of the earth is not, as it appears upon our maps, perfectly level, and since upon the diversity of surface depend the climate, occupations, etc., therefore relief form should receive special attention, and can be better illustrated by the use of the sand box and molding-board, that it may be taught in such a way that each fact may recall a reality as it exists in nature.

9. That the method employed in teaching botany at the present Normal Institute can be successfully carried into the public schools.

10. That there should be a thorough organization of teachers in each township, and that monthly meetings be held, school-work compared, methods discussed, etc.; and, at the end of the year, a contest engaged in by the teachers, in the production of essays and orations upon educational subjects, the successful competitor to be the township representative to be a county meeting of the same nature, to be held once a year.

11. That we regard Supt. Speer an efficient, zealous, and successful worker in the cause of education; a gentleman of high culture and progressive tendencies, and that under his skillful guidance the schools of Marshall county have gained for themselves an enviable reputation.

FOREIGN.

RUSSIA.—Twenty-two young men who were students in the university at St. Petersburg, and were connected with a Nihilist journal, have been sent to Siberia.

ENGLAND.—Mr. Wm. Mather, of the engineering firm of Mather & Platt, of Birmingham, who undertook, at his own expense, to report to the education commissioners on the industries of America, is still in the United States, and his report is awaited with much interest.

PORTUGAL.—Professor Delgado, of Lisbon, has come to the conclusion that the ancestors of the modern Portuguese were cannibals. He has found the remains of 140 persons whose bones were blackened by fire split lengthwise to secure the marrow, and bearing other indubitable marks of having served as food for man.

AUSTRIA.—The Jews of Vienna have an industrial school, in which children of their race are taught the mechanical and artisan trades. It has already turned out 1,500 skilled mechanics. Last year the school had over 250 pupils, of whom 40 were learning to be carpenters or cabinet-makers, 65 blacksmiths, 60 shoemak-

ers, 25 turners of wood and metal, and 40 whitesmiths. Others were being trained as wheelwrights and designers.

ENGLAND.—Education in English public schools does not seem to be so thorough as it might be. One writes to the *London Times* thus: "Some years ago my son went up for the Law Preliminary Examination. He was at a public school, and a fortnight before the time he wrote and told me that he was safe on every subject except history and geography, of which he knew literally nothing. I wrote back to him to come home at once, and, set to work with him for the last ten days, during which, with the help of questions, diagrams, and maps, I so stuffed him that he passed easily. A month of such cramming would have insured him a high place in any examination, but his ignorance of the subject a fortnight later would have been as dense as ever it was. I tried him shortly after he had passed, and found his mind had returned to its original vacuity on history and geography, while on the other subjects, which he had learned in the usual way at school he was quite at home."

PRUSSIA.—Through the Bureau of Education we learn: The local school inspectors of Prussia number 807; of these, 875 are laymen and 632 clericals. According to report, teachers throughout Prussian dominions are paid about three and a half times as much now as formerly. In 1820 the average salary was \$74.30; in 1878 it was \$271.50 to a teacher. The average salary in Berlin at the present time is \$495.12. The teachers' conferences are taking up the subject of review schools, with the intention of establishing others in the country places of the Rhine provinces. In 1881 the number of schools of higher grade was as follows: 351 gymnasia, 44 progymnasia, 88 real-gymnasia, 19 real schools of the second rank, and 100 higher burgher schools. As the population of Prussia is reckoned to be 25½ millions, that gives a high grade of school to every 49,000 persons, and a gymnasium to every 102,000.

SIZE OF SUN-SPOTS.—A single spot has measured from 40,000 to 50,000 miles in diameter, in which, as will be readily seen, we could put our earth for a standing point of observation, and note how the vast facular waves roll and leap about the edge of the spot, and also how the metallic rain is formed from the warmer portions of the sun. In June, 1843, a solar spot remained a week visible to the naked eye, having a diameter of about 77,000 miles; and in 1837 a cluster of spots covered an area of nearly 4,000,000,000 square miles. When we call to mind that the smallest spot which can be seen with the most powerful telescope must have an area of about 50,000 miles, we can readily see how large a spot must be in order to be visible to the unaided eye. Pasteroff, in 1828, measured a spot whose umbra had an extent four times greater than the earth's surface. In August, 1858, a spot was measured by Newall, and it had a diameter of 58,000 miles—more, as you will see, than seven times the diameter of the earth. The largest spot that has ever been known to astronomy was no less in diameter than 153,500 miles, so that across this you could have placed side by side eighteen earths.

—*Popular Science Monthly.*

THE SIZE OF OUR GREAT LAKES.—The last measurement of our fresh water seas are as follows: The greatest length of Lake Superior is 335 miles; its greatest breadth is 160 miles; mean depth, 688 feet; elevation, 627 feet; area, 82,000 square miles. The greatest length of Lake Michigan is 300 miles; its greatest breadth, 108 miles; mean depth, 600 feet; elevation, 578 feet; area, 23,000 square miles. The greatest length of Lake Huron is 200 miles; its greatest breadth is 169 miles; mean depth, 600 feet; elevation, 578 feet; area, 20,000 square miles. The greatest length of Lake Erie is 250 miles; its greatest breadth is 80 miles; mean depth, 84 feet; elevation, 555 feet; area, 6,000 square miles. The greatest length of Lake Ontario is 280 miles; its greatest breadth, 75 miles; mean depth, 200 feet; elevation, 535 feet; area, 6,000 square miles. The length of all five is 1,265 miles, covering an area of more than 137,000 square miles.

THE hand is the mind's only perfect vassal, and when, through age or illness, the connection between them is interrupted, there are few more affecting tokens of human decay.—THACKERAY.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

Profs. — and — are not great admirers of Parker; they say the Boston teachers say he is a fraud. Prof. — thinks he will fail at the Cook Co. Normal School. They say he has not scholarship enough to sustain himself. How is he succeeding there? I was disappointed in hearing these men speak so unfavorably of Parker. At this normal school they pay great attention to the studies; they drill them splendidly on arithmetic and geography and geometry, but the graduates grumble some about the lack of training in the art of teaching. M. N.

Penn.

[Several normal school principals begin to snuff something in the air; they begin to be afraid that a demand will arise for a removal of the machine-methods that have taken possession of their schools, and they don't know what they could put in the place of these methods. We can assure "M. N." that Col. Parker is making a grand success at Normalville. A tide of visitors such as no normal school has had, will soon set that way. We predict the attention that was paid to the Quincy schools will be as a drop in the bucket to that which Normalville will receive. The best thing Profs. — and — could do would be to go out there and spend a year. They would learn the principles of teaching, and how to teach them to others. The wail of those two professors is like that set up by the academy men when David P. Page was selected as the principal of the first normal school started in New York State. They said he had no scholarship, was no college graduate, and all that. They were wise men; they smelt something, and that was that the public schools would improve if Mr. Page's graduates were put in them; that meant the extinction of many of the academies. *They were right*; the academies had to go. So the work of Col. Parker at Normalville means that the machine-men in the machine normal schools will have to go. Col. Parker is a great man in the art of teaching; he is so by nature, and he has done a great deal of studying. As a practical didactician he leads every man in America. Education to him is a great science; teaching is a great art. His knowledge of teaching will sustain him; he was not appointed on the ground of his great scholarship; there are enough of those to be got, but those that understand teaching are few. Prof. Lyte, of the Millersville Normal School, is one of the ablest normal men in Pennsylvania; accomplished, scholarly, earnest and practical. He spent the summers of 1882-83 at Martha's Vineyard; was in Col. Parker's class every day. He says that there is no end to the ability of the man. He is a good judge. This uneasiness of your professors is a good sign. The normal schools will feel the wave next. The question will be sternly asked by-and-bye, "How dare you keep up the sign 'normal school' over your doors, and yet be running an academy?"—Ed.]

Question No. 2, asked by T. S. Remsen in the last issue is an important one, viz: "What do you think of a child's learning to read before it learns its letters." The proper answer to this question depends upon the fact whether or not you intend the child to learn the letters; if so, then teach it the letters at once. Every building has its foundation, either good, bad, or indifferent. It must be admitted that the letters of the alphabet are the foundation stones of an education, whether that education be limited or thorough. Some educators say teach a child to name the words *first*, because it is more natural for him to learn the name of the word than all the letters as so many parts thereof. To illustrate they may take the word *wagon* and say, "Give the boy a wagon, and tell him that is a *wagon*, and he will know it without teaching him the parts of which it is composed." Admit this to be true, if that boy ever has a correct knowledge of a wagon, will he not have to learn the parts? Again, naming words is not reading. It may be simple and easy to teach a child to name some words, especially the names of objects that you can illustrate by the thing itself, or a picture of it; this is not objectionable, and may aid much in developing thought, but to call it reading is a *misnomer*; and to teach the child to believe it is *reading* is practically hypocrisy. Therefore taking the question as Mr. Ruskin puts it, we answer *no*! S.

West Va.

[This is not good logic. The teacher who starts off with the letters is wasting precious time.—Ed.]

I have read a great deal on education at one time and another, but I am not satisfied. (1) I wish you would give me the best and most pointed way to a history of education. (2) The best methods of how to teach subjects and manage a school. (3) I would like to understand fully how to grade a school according to the latest plans. (4) Should I keep graded registers, and (5) Can a roll book be found ruled for five months? 6. I am like Miss V. C. Reed, in Aug. 11 No., I would love to know what that "star roll" was, or rather how one may be kept. I need one here badly. I have done a great deal of marking, but it takes too much time and labor, unless I had a more convenient way. (7) I wish greatly for a more successful way of teaching history and algebra. (8) I wish you would point me to the best work on physics. (9) I want to make things lively when I open school again. H. L. RAYBURN.

[(1) There are several works on the history of education. "Educational Theories" by Oscar Browning is good and cheap; 75 cts. (2) Read the SCHOOL JOURNAL and "School Management." (3) See "School Management," 75c. (4) Yes. (5) No, you do not need it; rule for four weeks. (6) See "School Management." (7) Study and experiment. (8) Any work is good if you know physics; set your pupils to making apparatus. (9) Do so. Your pupils can do twice the thinking with half the book-grubbing, if you determine upon it.—Ed.]

Up to this time I have taught *letters before words*. I followed this course with one of my small scholars this term; at the end of four weeks he knew but eight letters. I now tried words; in a short time he read sentences containing seven or eight words of three letters each, naturally and easily, and can spell nearly all of them and knows all the *letters*. I shall never return to the alphabet methods. A question arose in school, "Of what use are the animalculæ in the water we drink?" A. D.

[(1) The "word-method" is used in the best schools because the teachers have tried just such experiments. (2) There are no animalculæ in well water, spring water, etc., only in stagnant water. The statement that "every drop of water is teeming with life" is incorrect. As to the use of these—they belong to the ministry of life; life is needed to sustain life. They are food for other organisms; those for still larger ones, and so on until the fishes are reached, and these sustain man. "Nothing useless is alive."—Ed.]

In the JOURNAL of 18th, I find the question, "Should the alphabet be taught at first?" The most emphatic answer I can give is, "No." The following principles fully explain my reasons for the answer given: 1. Teach the child nothing from which it cannot get an idea. Letters do not give ideas except when used as words. 2. The word is the unit of language. 3. Language begins with words, not letters. 4. Letters are fractions of words; we should not begin with fractions. 5. Sentences are formed from language units. 6. The child begins with words, not elements. COM. W. T. HAMMER.

Dade Co., Mo.

[Sound gospel.—Ed.]

Craig's "Question Book" was duly received. But of what use is it? I now see the position you have taken on the subject is the right one. The SCHOOL JOURNAL is better than a hundred of them. We suffer here in this way: they say "you must take your own State paper," and so we do, to our own loss—unless we can afford the JOURNAL. J. P. D.

I have disposed of 80 copies of "Talks on Teaching." It created a wonderful interest in the institute: many visitors came to hear about the "New Education." The teachers say they will put its principles in practice. Iowa. A. S. STULTZ.

What work on etymology would you recommend to young teachers who wish to take it as a study instead of Latin? The JOURNAL is coming very promptly. Penn. P. S. BERGER.

[Swinton's "Word Analysis," 40 cents, and Swinton's "New Analysis," 50 cents, are much liked.—Ed.]

Although I am not teaching, yet I am glad to see the JOURNAL every week. When I began teaching I thought our methods were nearly perfect, but that I see was a great mistake; they are yet in their infancy. Go on and expound the New Education; it is needed. Somerset, N. J. J. O'K.

Your letter and "Talks on Teaching" were duly received. I am delighted with it. It is just the thing, and the true teacher cannot but be benefited by studying its methods and making careful use of them. Ohio. S. G.

EDUCATIONAL MISCELLANY.

SEPTEMBER.

The golden-rod is yellow,
The corn is turning brown,
The trees in apple-orchards
With fruit are bending down.
The gentian's bluish fringes
Are curling in the sun,
In dusky pods the milkweed
Its hidden silk has spun.
The sedges flaunt their harvest
In every meadow-nook,
And asters by the brookside
Make asters in the brook.
By all these lovely tokens
September days are here,
With summer's best of wealth,
And autumn's best of cheer.

—HELEN HUNT

INVENTION OF DECIMAL FRACTIONS.

It is conceded that one of the great inventions was that of decimal fractions. The inventor of them was Simon Stevin, of Bruges, whose tract, published in 1585, was entitled the "Disme." But the simple plan we now have was not then invented. He used circles to designate the numbers that showed the value of the figures, thus, he wrote 27.847 as 27 (0)8-(1)4(2)7(3), and read it as 27 commencements, 8 primes, 4 seconds, 7 thirds. The (0) showed the zero point, the (1) showed tenths, and so on. These terms "primes," "seconds," "thirds," etc., have disappeared. "Primes" were the first to the right of the whole numbers, "seconds" the second place, etc.

Dispute has arisen concerning the origin of the simpler notation by means of the decimal point, whether used before the fraction alone, or as separating it from the integer. Napier claimed the discovery, so also has De Morgan. But Mr. Glaisher, in a paper read before the mathematical section of the British Association, seems to establish Napier's priority in introducing the decimal point into arithmetic. The full modern use of it was first exemplified in a posthumous work of Napier's called "Mirifici Logarithmorum Canon's Constructio," edited by his son, in 1619, where the formal definition of the decimal separator is given and illustrated, and the point subsequently used in operation as we now use it. Briggs, who died in 1631, constantly used an underscored line to distinguish the decimal part of a number; and Oughtred, one of his followers, improved on this by using, together with the line, a vertical bar to mark the separation still more plainly.

On the whole, therefore, it appears that both Napier and Briggs saw that a mere separation to distinguish integers from decimals was quite sufficient, without any experiment marks being attached to the latter; but that Napier used a single point for the purpose, while Briggs employed a bent or curved line, for which, in print, he substituted merely a horizontal bar, subscript to the decimals. It is a little remarkable, that the first separator used should have been that which was finally adopted after a long period of disuse. All through the seventeenth century marks were used that indicate that each one had some mark of his own.

TRAVELS OF A POSTAL PACKAGE.—A package of papers was mailed at the Boston post-office, in Jan. last, addressed "Henry Cole, box 542 Ballston Springs, N. B." It was sent to New Brunswick, thence went across the water, and was returned to New York with the Glasgow (Scotland) postmark. From New York the package went to Nebraska, and thence back to New York, where it was marked "Try N. Y.," and April 4 it reached Ballston Spa, N. Y., and was at last—after traveling for more than two months, crossing the ocean twice, and from one extreme of America to the other—placed in the hands of the party addressed. All this just because a letter "B" on the directions should have been a "Y."

CONSUMPTION CURED.

An old physician, retired from practice, having had placed in his hands by an East India missionary the formula of a simple, reliable remedy for the speedy and permanent cure of Consumption, Bronchitis, Catarrh, Asthma and all throat and Lung Affections, also a positive and radical cure for Nervous Debility and all Nervous Complaints, after having tested its wonderful curative powers in thousands of cases, has felt it his duty to make it known to his suffering fellow-men. Actuated by this motive and a desire to relieve human suffering, I will send free of charge, to all who desire it, this recipe, in German, French or English, with full directions for preparing and using. Sent by mail by addressing with stamp, naming the paper, W. A. NOYES, 110 Power's Block, Rochester, N. Y.

FOR THE SCHOLARS.

THE STORY OF A REAL LITTLE GIRL.

BY ALICE M. KELLOGG.

Over seventy years ago there lived in Edinburgh a little girl who is remembered to this day because of her association with Sir Walter Scott. The great author was so fond of Marjorie that at one of his famous dinners, when all the invited guests were present but her, he declared he would go himself for her. Just at that moment the bell rang, and Marjorie was brought in. The poet caught her in his arms and carried her among his company, and there she reigned, that evening at least, like a princess. To give you some idea of the quaint ideas and thoughts which this little one possessed, I will let you peep into the diary which she kept and letters that she wrote. In Marjorie's first letter, written before she was six years old, she says: "Miss Potune, a Lady of my acquaintance, praises me dreadfully. I repeated something out of Dean Swift, and she said I was fit for the stage, and you may think I was primmed up with majestick Pride, but upon my word I felt a little birsay—birsay is a word that William composed, which is, as you may suppose, a little enraged. This horrid fat simpleton says that my aunt is beautiful, which is entirely impossible, for that is not her nature." In her diary she writes, while away from home: "The day of my existence here has been delightful and enchanting. Mr. Crakey and I walked to Crakeyhall hand in hand in Innocence and matitation sweet, thinking on the kind love which flows in our tender-hearted mind, which is overflowing with majestick pleasure; no one was ever so polite to me in the whole state of my existence. . . I am enjoying nature's fresh air. The birds are sweetly singing, the calf doth frisk, and nature shows her glorious face. . . This is Saturday, and I am very glad of it, because I have play half the Day, and I get money, too, but alas! I owe Isabella 4 pence, for I am fined 2 pence whenever I bite my nails. Isabella is teaching me to make simme-colings, notes of interrigation, periods, commoes, etc." On Sunday: "I will meditate upon Senciable and Religious subjects. First, I should be very thankful I am not a beggar." She daily deplores her "badness," as she calls it, in her diary, and thinks that "Remorse is the worse thing to bear; I am afraid I will fall a martyr to it." Her fondness for books and her opinions of writers creep out in sentences like these: "I wonder if there is another book of poems comes near the Bible. . . 'Tis a fine work, Newton on the Profecies. . . A great many authors have expressed themselves too sentimentally. . . A Mr. Burns writes a beautiful sonnet on Mr. Cunhaming, whose wife deserted him—truly it is a most beautiful one. . . Thomson is a beautiful author, and Pope, but nothing to Shakspear, of which I have a little knowledge. Macbeth is a pretty composition, but awful one. . . Doctor Swift's works are very funny; I got some of them by heart. . . Miss Edgeworth's tails are very good, particularly some that are very much adapted for youth." . . Grey's Elegy is excellent and much spoke of by both sex, particularly by the men."

Marjorie expressed her thoughts in verse sometimes. This is how she describes one of her admirers:

"Very soft and white his cheeks,
His hair is red, and grey his broeks
His tooth is like the daisy fair,
His only fault is in his hair."

Here is her sonnet to a monkey:

"O lively, oh most charming pug,
Thy graceful air, and heavenly mug;
The beauties of his mind do shine,
And every bit is shaped and fine.
Your teeth are whiter than the snow,
Your a great buck, your a great beau;
Your eyes are of so nice a shape,
More like a Christian's than an ape,
Your cheek is like the roses' blume,
Your hair is like the raven's plume;
His nose's cast is of the Roman,
He is a very pretty woman—
I could not get a rhyme for Roman,
So was obliged to call him woman."

Like other greater poets Marjorie could not always find a rhyme. In her account of the death of James the Second she gets out of the difficulty in this way:

"He was killed by a cannon splinter,
Quite in the middle of the winter;
Perhaps it was not at that time,
But I can get no other rhyme."

Her loving nature displays itself in a letter to her mother, which she closed with—"You will think I entirely forget you, but I assure you that you are greatly mistaken. I think of you always, and often sigh to think of the distance between us two loving creatures of nature. I must take a hasty farewell of her whom

I love, reverence and doat on, and who, I hope, thinks the same of Mr. Fleming." In another letter she says: "I long for you with the longings of a child to embrace you, to fold you in my arms. I respect you with all the respect due to a mother. So I shall remain your loving child." The life of this dear child was a brief one. When she was eight years old she had the measles, from which she never recovered. The day before she died, while her father walked the room with his darling in his arms, she repeated to him, by her own desire, Burns' poem, beginning, "Why am I loth to leave this earthly scene?" So you see even a child may be remembered years after her body crumbles to dust. It is the beauteous mind that never will decay. Marjorie and Sir Walter are in the world of spirits and giving delight to all around them.

NOTED PERSONS BORN IN SEPTEMBER.

- 1st.—Mrs. Sigourney, 1791.
- 2nd.—John Howard, 1726.
- 4th.—Phoebe Cary, 1824.
- 5th.—Richelieu, 1585; Louis XIV., 1638; Wieland, 1733.
- 6th.—Lafayette, 1757.
- 9th.—R. C. Trench, 1807.
- 11th.—James Thomson, 1700.
- 14th.—Wallenstein, 1583.
- 15th.—J. Fenimore Cooper, 1789.
- 18th.—Johnson, 1769.
- 20th.—Alexander the Great, 350 B. C.
- 21st.—Savonarola, 1452.
- 22nd.—Lord Chesterfield, 1694.
- 23rd.—Jane Taylor, 1732.
- 25th.—Mrs. Hemans, 1794.
- 30th.—Euripides, 480 B. C.

QUESTIONS:—How many of these were poets? Which was a reformer? Which are alive now? Which wrote a poem called "The Breaking Waves Dashed High"? Which were born in England?

BOYS WHO "GET AROUND LIVELY."

BY FRANK CHASE.

Look at that boy with the wheelbarrow load of sod crossing the lawn; he is making his work count; why, he has nearly finished sodding all that side of the lawn and it is not yet noon; the job is well done, too, and instead of moans, groans and unpleasant exclamations, I have heard only an agreeable whistling, the creaking of the wheelbarrow and the falls of the spade as it levels the sod surface. There you will find a good workman; he is a stranger to idleness. What do you suppose would be the total amount of what such a worker does in all his life time? Certainly it would make the "Sleepy Toms" gape and stare. And yet it doesn't take talent, nor genius, nor any unusual gift: all that the boys need do is to "get around lively" in whatever they are set to do.

Have you heard of the stout old "Apprentice's pillar" in Roslyn Chapel, at Roslyn, Scotland? Well, its history is very brief: long ago when the Buccleuchs were building that splendid chapel, their architect went away to Italy to get a wanting pillar made, and while he was gone his young apprentice made and put up in position a pillar far better than the one his master brought home with him, and there the pillar stands to-day. There was nothing lazy about that boy.

John Furber is the name of a lad, who though only fourteen years old, has become noted in the Northwest. He lives on his father's farm in Wisconsin, and he is regarded as the best sheep-shearer in the neighborhood. One day, a few weeks ago, he sheared fourteen sheep, without assistance, catching the animals himself; and the next day he sheared twenty, doing the work as nicely as it could have been done by two men.

Three such boys as the one sodding the lawn, the apprentice at Roslyn, and the Wisconsin farm lad are worth countless multitudes of "Sleepy Toms."

A HISTORY of the NINETEENTH CENTURY.

BY G. B.

PREFACE.

Considered merely as time it is but a small fragment from a limitless extent of its kind. But it is our own period, to it we ourselves belong; we live its life, breathe its atmosphere, feel its influences, and therefore it possesses the deepest interest for us.

CHAPTER I.

At midnight on December 31, 1800, just as the hands of the clock pointed straight upward to the hour of XII, the nineteenth century was born. There was perhaps

no difference between that New Year's night and any other, for the hours must have followed one another the same way they do now, the sun then set in the west and rose in the east as he now does, and the good people who sat up to watch the old year out and the new one in probably saw nothing at all unusual, nothing that disturbed in the least the even passage of time in the night. It was not merely as the beginning of a new hundred years that this particular time was made memorable, but the reasons why it must be considered of very great importance are, that a new chapter in modern history was then begun and what is known as a new era in the world's affairs was commenced.

In France the Consulate was concluding the first year of its existence, Napoleon Bonaparte being at the head of it with the title of First Consul. Three years later (1804), Napoleon was chosen Emperor of the French, thus converting the republic into an empire. The ten succeeding years were so crowded with political and military events and Napoleon was so identified with them all, that a biography of him may be taken as a history of Europe during that decade. He not only converted the French republic into an empire, but he made the Batavian republic into the kingdom of Holland and placed his brother Louis on the throne; he made Bernadotte, one of his generals, Crown Prince of Sweden; he dissolved the ancient German Empire and established the kingdom of Westphalia for his brother Jerome; he made the Grand Duchy of Warsaw from a portion of Poland; he formed Switzerland into a confederation after annexing three of her cantons to France; he placed his brother Joseph on the throne of Spain; he abolished the government of Venice and formed the Italian Republic into the kingdom of Italy; he made a kingdom of Tuscany; he placed his marshal, Murat, on the throne of Naples.

To accomplish these many changes Napoleon had to wage four great wars, each of which included various bloody battles in which men were slain by the thousand. Not only the whole continent of Europe was the scene of these prolonged hostilities but wars were carried on upon the seas and even into foreign ports. The first of the four wars was that with Austria, Russia, and England on one side and France and Prussia on the other. The second is called the Peninsular War on account of its being waged chiefly in the peninsula of Spain and Portugal. The third was the invasion of Russia whither Napoleon led an army of 500,000 men. The fourth was the war against England and Prussia which ended with the battle of Waterloo, wherein Napoleon was defeated by Wellington. This defeat virtually closed the career of Napoleon the Great, and it is noteworthy that the battle was fought on June 18, 1814, just ten years exactly from the day of his election as Emperor.

THOUGHTS FROM SCOTT.

TO BE COMMITTED TO MEMORY.

- (1). Tears are the softening showers which cause the seed of heaven to spring up in the human heart.
- (2). If you have not a good reason for doing a thing, you have a good reason for leaving it alone.
- (3). Many a word at random spoken,
May soothe or wound a heart that's broken.
- (4). O what a tangled web we weave,
When first we practice to deceive.
- (5). Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned,
From wandering on a foreign strand!
If such there breathe, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power and pelf,
The wretch, concentered all in self,
Living, shall forfeit fair renown,
And, doubly dying, shall go down
To the vile dust from whence he sprung,
Unwept, unhonored, and unsung.

[Sir Walter Scott was born in 1771, in Edinburgh. His most noted poems are "Marmion," "Lay of the Last Minstrel," and "The Lady of the Lake." His novels, for which he is most famous, number twenty-nine; "Ivanhoe" is the best of them. Gladstone says of him: "He has left us a double treasure;—the memory of himself, and the possession of his works. Both of them will endure."]

HORSFORD'S ACID PHOSPHATE.

AS NERVE FOOD.

Dr. J. W. Smith, Wellington, O., says: "In impaired nervous supply I have used it to advantage."

BOOK DEPARTMENT.

NEW BOOKS.

THE ESSENTIALS OF FRENCH GRAMMAR. By James H. Worman, Ph.D., and A. De Rougemont, B.A. New York: A. S. Barnes & Co. \$1.00.

The widely known "Natural" method of teaching the languages finds a full application in this new French grammar for the use of English-speaking students. Prof. Worman seems more thoroughly convinced than ever that it is the only proper method, and adheres to it with even stricter fidelity than in his other books on the modern languages. This volume was at first intended to be used as a companion of the "First" and "Second" books by the same author, but it was subsequently deemed best to make a complete grammar of it; so that any student seeking a systematic instruction in the French language will find the book fully equal to his needs. The authors preface enumerates the salient features of his work: (1) The principles are first made known, and then the rules are formulated. (2) The exercises afford at once a review of the old points, and an advance to the new ones; (3) The exercises consist chiefly of needful words in every-day conversation. (4) The question form in exercises. (5) The attention paid to variable inflections. The new production is in brief an excellent conversational grammar, entirely in French, with the most approved gradation. The labor of preparation is credited to Prof. Rougemont quite as much as to Prof. Worman; they have both done estimable service, however, and teachers of the beautiful modern language will heartily welcome the result of their combined efforts.

THE ELEMENTS OF LOGIC. By W. Stanley Jevons and David J. Hill. New York: Sheldon & Co. \$1.00.

In this text-book President Hill, of the Lewisburg University, has re-arranged upon a plan that will meet with acceptance among teachers, the well known "Elementary Lessons in Logic," by the late Professor Jevons, of Manchester, England. The chief characteristics of the original English work, which is, by the way the text-book in logic most commonly used there now, are manifestly its clear and simple style, its abundance of apt illustrations, its modern phase and its completeness. These features are well taken care of in this American adaptation, and the following new advantages are claimed: a complete and concise analysis, a greater prominence of cardinal principles, a unity of treatment, and various original collateral helps to the student. When these excellencies are all considered together, they will be found to constitute an ideal text-book in logic. In the main Prof. Jevons' own language has been retained, the changes consisting almost entirely of additions, and then only when deemed necessary to clearness. The use of the term *recast* on the title-page is therefore likely to mislead. Jevons has not been recast, but only adapted. The task of adapting has been performed by Dr. Hill with admirable skill and discretion, and we shall be disappointed if the book does not find general favor. It is a large volume of above 300 pages, beautifully printed and finished.

BRIEF HISTORY OF GREECE; with Readings from Prominent Greek Historians. New York: A. S. Barnes & Co. \$1.00.

Ancient History is a subject of instruction absolutely demanding a good text-book, and it is far more necessary to have a concise, natural and reliable first-book in this study than in a great many others that might be named. It would seem that the cardinal requisites mentioned are all possessed by this new publication of Messrs. Barnes & Co. The first ninety pages of the book are from the "Brief History of Ancient Peoples," published by the same house, and this portion gives a succinct political history of Greece, with all necessary data of her literature and art. The latter half of the book is made up of well selected extracts from such historical authorities as Rawlinson, Schmitz, Grote, Thirlwall, Curteis, Smith and Cox. These extracts from the standard works are designed to impress upon the learner the chief events in Grecian history, and to do it by means of the greatest writers' verbatim descriptions. The twofold benefit of at once acquiring the knowledge of the events themselves and a knowledge of the very best descriptive literature is obvious. The idea of accompanying the history with these readings is an excellent one, and may not be too highly commended. Many a teacher will wish that he or she had possessed such a means of obtaining a first impression of Greek history, instead of having to commit a long and dry calendar of wars and conquests. New life and interest are added to the study by these selections, and for the pupil to

have a lesson on "Lycurgus," by Schmitz; one on the "Olympian Games," by Thirlwall; one on the "Battle of Thermopylae," by Goldsmith; one on "Aristides," by Grote; on "Socrates," by Grote and Cox; on "The Retreat of Xenophon," by Cox, etc., is a provision against any monotony, and an assurance of proficiency on the part of the pupil. The volume is handsomely published, being finely illustrated and bound, and makes a conspicuous number of Barnes' "Historical Series."

WINTER IN INDIA. By the Rt. Hon. W. E. Baxter, M. P. New York: Funk & Wagnalls. 15 cents.

This is the last, and the best, of a number of charming books of travel by the Hon. Mr. Baxter, who took many journeys in Europe, Asia, Africa and America. By the aid of this book we can accompany him through his winter tour in India. He introduces us to strange scenes, curious incidents peculiar alone to India, and obtains for us a vast fund of information and facts concerning a country which is likely to call upon itself more notice from the world than any other country on earth. Mr. Baxter tells his thrilling story in such a pure, simple style that readers of all ages will alike enjoy it. His position as an English statesman is a guarantee of the reliability of its every statement.

THE CHILDHOOD OF RELIGIONS. By Edward Clodd. New York: J. Fitzgerald. 15 cents.

The author treats of the origin and development of religious ideas among the principal civilized nations of ancient times, as ascertained by the researches of men of science. The work exhibits the excellence of literary style combined with profound scholarship. In thirteen chapters it details the legends of the past about the creation; the history of creation as told by science; the legends of the past about mankind; the story of the early races of man; the Aryan or Indo-European nations; Hindu religions; the religion of Zoroasters; of Buddha; of the Chinese; of the Semitic nations; Mohammedanism, etc.

AMONG OUR EXCHANGES.

The September *Century* is a delight to the eyes, and a perfect feast for the reader. Its wealth of illustration includes, as a frontispiece, an uncommon likeness of Robert Burns, which was engraved by T. Johnson from a daguerreotype in the possession of E. C. Stedman; a very pretty set of views around Cape Cod; George Inness' admirable picture of a musk ox-hunt; and a long series of engravings to illustrate "Ornamental Forms in Nature" and "Indian War in the Colonies." The art of this number is, as a connoisseur would say, "quite fully up." Its literature is of notable excellence, too. The story of Mr. Howell reaches its eighth chapter, the "Bread Winners" makes its second chapter, and there are relishable short articles from John Burroughs, William C. Conant, Frank R. Stockton, Joel Chandler Harris, H. H. Ernest Ingersoll, D. C. Gilman, Charles Barnard and H. C. Bunner.

Articles in *The North American Review* which command especial notice are: Judge Cooley's "State Regulations of Corporate Profits," Congressman Kasson's "Municipal Reform," Richard Grant White's "Class Distinctions in the United States," W. H. Mallock's "Conversations with a Solitary," and Grant Allen's discussion of "An American Wild Flower."

The Christian Union has begun a series of entertaining historical articles by Mr. George Houghton, the author of "St. Olaf's Kirk," under the title of "Papers from Sir Guy's Trunk." These papers give a vivid picture of New York as seen through the eyes of Sir Guy Carleton, the British Commander-in-Chief during a part of the Revolutionary period. They reproduce not only local history but the manners and life of a very stirring age.

The Continent is combining with much skill the most excellent features of a weekly and of a magazine, and it is gratifying to hear that the new idea is meeting with remarkable success. Marion Harland's Virginia story is maintained at the high standard with which it opened. Mrs. Campbell's "What-to-Do Club" opens a

new and delightful field for girls who want to be industrious and useful and have a good time in the doing, and Judge Tourgee's vigorous and fertile pen appears prominently in the editorial discussion of important topics.

NOTES.

The pastor of the Church of the Strangers, Rev. Chas. F. Deems, is well known in the literary field as the author of a work on "Jesus," and other volumes. For some years he had charge of the *Sunday Magazine*, and now his journalistic tendency has started a new monthly called *Christian Thought*. It aims to elevate men's estimate of Christianity by publishing the thoughts of the best Christian thinkers on philosophy, Christian evidence, and Biblical elucidation.

Alexander M. Gow, A.M., author of that very popular manual, "Good Morals and Gentle Manners," has just issued, through J. B. Lippincott & Co., a smaller hand-book, under the title of "The Primer of Politeness," which gives practical instructions in regard to the formation and growth of habits of courtesy and gentlemanliness. Manners are proverbially said to make the man; and as manners are not intuitive but must be taught to the child by long and earnest training, there is no better way of laying a basis for that true manhood and womanhood which is the outcome of good manners than the careful reading of a manual of this kind.

The Boston *Advertiser* says: "The golden era of our literature is about to close, although Dr. Holmes, Mr. Lowell, Mr. Whittier, Mr. Parkman, Mr. Winthrop, the *Atlantic Monthly*, and their publishers are still with us. Within recent years Boston has lost the *North American Review*, which, as a quarterly, aimed at the highest scholarship and the best literature of the country. A like fate has befallen the *American Law Review*, which has gone to St. Louis, and leaves Boston so much poorer. We have also lost Emerson and Longfellow, as well as Fields, whose name has reflected so much honor and credit upon Boston publishing. Nor have their places been filled by better men. Bancroft's history is no longer published in Boston. Boston depends upon other cities for the best medical, legal, scientific and educational journals.

Mr. Foster's practical references to the "Editions of Shakespeare," in the July-August number of the *Monthly Reference Lists* (Leypoldt,) is no doubt one of the most important contributions to the Shakespeare bibliography of to-day, and certainly meets an actual want.

"Donal Grant" will be pronounced one of the most fascinating, if not the best, of George Macdonald's stories. The fact that it is published in America from the mss. and will be republished from advance sheets in England, is an innovation creditable to the enterprise of the American publishers, D. Lothrop & Co., Boston.

Shakespeariana is the title of a new monthly magazine of which the Leonard Scott Publishing Co. promise the first number next November. It will be devoted exclusively to Shakespearian literature, and is designed to be a recognized medium for exchange of ideas and information among Shakespearian students and scholars.

A convenient and useful duodecimo volume from F. Leypoldt, publisher, N. Y., is entitled "Library Aids." It is carefully revised and enlarged by its author, Samuel S. Green, of the Worcester (Mass.) Library, and contains references from Poole's Index. Librarians and readers alike come within the range of this handy manual.—The American Library Association convened at Buffalo, Aug. 14-17.

MAYOR BEATTY, the organ builder of Washington, New Jersey, celebrated his thirty-fifth birthday on the 14th inst. The Mayor, although still young, has accomplished more than falls to the lot of many men, and his name will be enrolled with Vanderbilt, Gould, Garrett, Sage, and others of the successful business of our times. We would rather be Beatty than Gould, for while Gould makes his customers howl, Beatty makes them sing.



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"Ladies, if you would be forever redeemed from the physical disabilities that in thousands of cases, depress the spirits and absolutely fetter all the energies of womanhood, you have only to get Lydia E. Pinkham's Vegetable Compound.

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THE CLERGYMAN AND PEDDLER.

A clergyman who longed to trace Amid his flock a word of grace, And mourned because, he knew not why, Yon fleece kept wet while his kept dry, While thinking what he could do more, Heard some one rapping at the door— And, opening it, there met his view Who had got down by worldly blows From wealth, to peddling cast off clothes.

"Come in, my brother," said the pastor, "Perhaps my trouble you can master; For since the summer you withdrew My converts have been very few," "I can," the peddler said, "unroll, Something, perchance, to ease your soul, And, to cut short all fulsome speeches, Bring me a pair of your old breeches." The clothes were brought, the peddler gazed,

And said, "No longer be amazed; The gloss upon this cloth is such, I think, perhaps, you sit too much, Building air-castles bright and gay, Which Satan loves to blow away. And here, behold, as I am born, The nap from neither knee is worn! He who would great revivals see Must wear his pants out on the knee, For such the lever praying supplies— When pastors kneel, their churches rise."

THE *Farmer's Tribune* tells this chapter of real life: "Your daughter graduates this month, Mr. Thistlepod?" "Yes, she'll be home about the 20th. I reckon." "And your son graduates also?" "Oh, yes; he'll come home about the same time." "And what are they going to do?" "Well," said the old man thoughtfully, "I don't just exactly know what they want to drive at, but Marthy she writes that she wants to continue her art studies on the continent, so I think I'll just send her to the dairy and let her do a little plain modeling in butter, and Sam he says he's got to go abroad and polish up a little, and, as good luck will have it, he'll be home just in time to spread himself on the grindstone and put an edge on the cradle blades against the wheat harvest." And the old man smiled to think that he hadn't thrown money away when he sent his children to school.

SOME TERSE PROVERBS.—Pray to God, but continue to row to the shore.—Russian. Silence is the ornament of the ignorant.—Sanskrit. There are two good men: one dead, the other unborn.—Chinese. The handle of the axe is the enemy of its kind.—Tamil. One pound of learning requires ten pounds of common sense to apply it.—Persian.

Half Out of His Head.

"Blessed be the man," said Don Quixote's weary squire, "who invented sleep." Sanchez's gratitude is ours, but what if one cannot for any reason enjoy that excellent invention? "Nervousness in me had become a disease," writes Mr. William Coleman, the well known wholesale druggist of Buffalo, N. Y.

"I could not sleep, and my nights were either passed in that sort of restlessness which nearly crazes a man, or in a kind of stupor, haunted by tormenting dreams. Having taken PARKER'S Tonic for other troubles, I tried it also for this. The result both surprised and delighted me. My nerves were toned to concert pitch, and, like Caesar's fat men, I fell into the ranks of those who sleep o' nights. I should add that the Tonic speedily did away with the condition of general debility and dyspepsia occasioned by my previous sleeplessness, and gave me strength and perfect digestion. In brief, the use of the Tonic thoroughly re-established my health. I have used PARKER'S Tonic with entire success for sea-sickness and for the bowel disorders incident to ocean voyages."

This preparation has heretofore been known as PARKER'S GINGER Tonic. Hereafter it will be advertised and sold under the name of PARKER'S Tonic—omitting the word "ginger." HISCOX & Co., are induced to make this change by the action of unprincipled dealers who have for years deceived their customers by substituting inferior preparations under the name of ginger. We drop the misleading word all the more willingly, as ginger is an unimportant flavoring ingredient in our Tonic.

Please remember that no change has been, or will be, made in the preparation itself, and all bottles, remaining in the hands of dealers wrapped under the name of PARKER'S GINGER Tonic contain the genuine medicine if the fac-simile signature of HISCOX & Co., is at the bottom of the outside wrapper.

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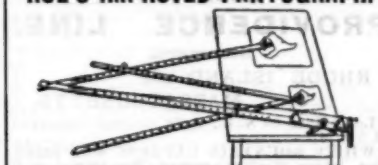
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VILLAGE NEWSPAPER LOCAL ITEMS.—Benjamin Bandanna sent us six ears of corn yesterday; they were as long as any of his ears.—Peter Peonk's boy fired off a firecracker and it started off Mr. Peonk's horse on a trot, to the amusement of the spectators on the street.—Miss Lavina Understool has gone to Communipaw on a visit.—John Heavens has accepted a position as assistant at Mr. Theodore Boyeson's blacksmith shop.—Peter Piper abbreviates capillary tubes with celerity at his tonsorial palace.—We were very pleased to receive a call from Mr. Johnny Quagmire; he has accepted a responsible position on the New York Evening Post. [He removes the ashes from the furnace].—Mr. Job Coffin, the gentlemanly undertaker, will bury any one desiring his services with celerity and despatch.—New potatoes is in market.—Mrs. Balinda VanBlunderbus favored us with a box of wedding cake yesterday.—We have received from the fair authoress a copy of her book, "Harmattan or Sirocco?" It is thrilling beyond description, and surpasses anything G. Eliot ever wrote.—The Columbia brass band favored us with a serenade yesterday.—Miss Cohen, our model tailor's daughter, has a new bonnet; the same is very much admired.—Jones's ice cream is the best.—*Exchange.*

The Profession a Unit.

Mr. C. H. DRAPER, of No. 223 Main Street, Worcester, Mass., volunteers the following:—"Having occasion recently to use a remedy for kidney disease, I applied to my druggist, Mr. D. B. Williams, of Lincoln Square, this city, and requested him to furnish me the best kidney medicine that he knew of, and he handed me a bottle of Hunt's Remedy, stating that it was considered the best because he had sold many bottles of it to his customers in Worcester, and they all speak of it in the highest terms, and pronounce it always reliable. I took the bottle home and commenced taking it, and find that it does the work effectually; and I am pleased to recommend to all who have kidney or liver disease the use of Hunt's Remedy, the sure cure."

April 11, 1883.

We All Say So.

Mr. GEORGE A. BURDETT, No. 161 Front Street, Worcester, Mass., has just sent us the following, directly to the point:—"Being afflicted with ailments to which all humanity is subject sooner or later, I read carefully the advertisement regarding the remarkable curative powers of Hunt's Remedy, and as it seemed to apply to my case exactly, I purchased a bottle of the medicine at Janney's drug store in this city, and having used it with most beneficial results in my own case. My wife and son also commenced its use, and it has most decidedly improved their health, and we shall continue its use in our family under such favorable results."

April 17, 1883.

Druggist's Evidence.

GEORGE W. HOLCOMB, druggist, 129 and 131 Congress Street, Troy, N. Y., writes April 7, 1883:—"I am constantly selling Hunt's Remedy for diseases of the kidneys, liver, bladder, and urinary organs, to my trade and friends, and find that it gives general satisfaction to all who use it."

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WHAT IS PAIN.

Extract from Dr. J. Milner Fothergill's (of the Royal College of Physicians) the work on Neuralgia, Diabetes, Indigestion, Biliousness, Gout, Rheumatism:—"Pain is a prayer of a nerve for healthy blood." "Neuralgia is like most pain, the prayer for healthy blood." "Neuralgia is intimately linked with the presence of poisons in the blood, mineral, or produced within the body." "At other times the offspring of simple anemia, mere bloodlessness." "Neuralgia pain tells of unhealthy blood,—blood either containing a positive poison or itself deficient in nutritive material."

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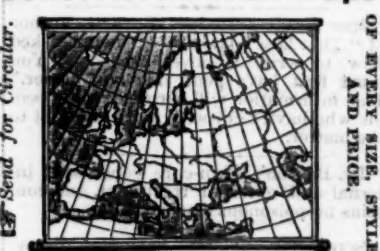
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